







| GENERAL INFORMATION | |
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| Module | ***Module 5: Evaluation of teaching and assessment practices in secondary informatics education*** |
| Unit | 5.1:*Self-Assessment for continuous improvement in teaching* |
| Target Group | Lower secondary education teachers/trainers |
| Duration | 60 minutes (personal studying time included) |
| Prerequisites | Concepts related to authentic and inclusive learning |
| ECTS | 0,04 |

| LEARNING OUTCOMES | |
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| 1 | Conduct self-reflection on their teaching practices using rubrics, self-reflection journal, and video recording/playback |
| 2 | Apply ready-to-use rubrics for evaluating teaching practices based on the THINKER Framework |

| TEACHING METHODS (select all that apply) | | | | |
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| √ | Learning by doing |  | Peer learning |
|  | Project-based learning | √ | Hands-on learning |
| √ | Active learning strategies | √ | Collaborative learning |
| √ | Blended learning |  |  |

| LEARNING MATERIAL | |
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| Required material | * Presentation slides * THINKER self-assessment rubric handout |
| Additional resources | Optional but recommended readings:   * European Schoolnet: SELFIE Manual - A detailed guide for using SELFIE to evaluate digital teaching practices. Link: [SELFIE for Schools](https://education.ec.europa.eu/selfie). * ISTE Standards for Educators: Provides a framework for evaluating effective digital-age teaching practices. Link: [ISTE Standards](https://iste.org/standards/educators). * Edutopia - A hub for teacher resources, including articles and tools for classroom evaluation. Link: [Edutopia](https://www.edutopia.org/). |

| UNIT CONTENT | |
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| Introduction | This lesson focuses on the role of **self-assessment** (without need for peer teachers’ or students’ help) as a powerful tool for teacher growth and continuous improvement. As Informatics educators, ongoing reflection on teachers’ own practices helps in adapting to evolving technologies, meet diverse student needs, and align with principles of authentic, inclusive teaching. In this session, participants will explore how structured **self-assessment using rubrics, journals or lecture recordings** can lead to more intentional, student-centered teaching. **THINKER self-assessment rubric** will be presented as a tool that can assist in self-assessment. |
| Activities | 1. Introduction and welcome (5 minutes)  * **Greet participants and set context**: “Today’s focus is on using self-assessment as a continuous improvement tool.“ * **Quick warm-up question**: “In one word, describe how you usually feel after finishing a lesson: Satisfied? Curious? Doubtful? Inspired?” (Collect several answers) * **Go through Slide 6** (Introduction) - **Slide 7** (Why self-assessment matters) |
| **2. Self-Assessment in general and developing evaluation criteria / rubrics (15 minutes)**   * **Take 5 minutes to perform the activity on Slide 8** - *#1 Group activity - Guided self-reflection* to remind teachers there is always something to improve in their lessons * **In 10 minutes go through Slide 9** (*Encouraging self-reflection as a tool for growth*) - **Slide 19** (*Developing evaluation criteria – 4. Evaluate the criteria*) and present general information about self-assessment of teaching practices and the first technique for self-assessment of teaching practices - rubrics/evaluation criteria. |
| 3. Applying the THINKER self-assessment rubric (10 minutes)  * Explain to participants the THINKER self-assessment rubric and **remind them of key concepts of authentic learning and inclusive teaching**. * **Hand out or show on screen the THINKER self-assessment rubric** and comment it with teachers. Encourage discussion using questions in speaker notes of the presentation. |
| 4. Designing an evaluation criteria (rubircs and checklists)(10 minutes)  * Perform the **group activity on Slide 21** (*#2 Group activity –*). Discuss examples of solutions (self-assessment criteria or rubrics) with teachers or present the example on Slide 22 and discuss it. |
| 5. SELFIE, self-reflection journals, and lecture recordings (10 minutes)  * Present the **SELFIE tool, and journals and lecture recordings as other tools for self-assessment of teaching practice** - Slide 23 (*SELFIE Tool*) - Slide 27 (*Video recording & playback - key steps*. |
| 6. Barriers and strategies for effective self-assessment, reflection & conclusion (5 minutes)  * **Discuss obstacles to using self-assessment** of teaching practices (**Slide 28**). Encourage participants to share their opinions and experiences. * **Summarize the lesson** (**Slide 29** - *Reflections and conclusions*) and encourage participants to share their opinions on the lesson overall - will it help them, is there something important missing, did it encourage them to use any of the mentioned tools or are they already doing it. * Encourage teachers to invest **10 extra minutes of their time** to familiarize themselves with any of the **additional resources** listed on **Slide 31**. * Closing remark: “Remember, growth comes from honest reflection and small, consistent steps. Be kind to yourself, but always curious about how you can do even better.” |
| Assessment | Formative assessment (during the lesson)  * Fostered by group activities and sharing experiences between teachers, specifically:   + #1 Group activity - Guided self-reflection (Slide 8)   + #2 Group activity – Designing a lesson observation checklist (Slide 21)   + Reflection at the end of the lesson (Slide 29) |

| KEY TAKEAWAYS | |
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| Reflection and Conclusion | **Self-assessment** is not an additional burden but a **professional growth tool** that makes teaching more effective and rewarding.  **Rubrics, self-reflection journals, and lecture recordings** can all help guide the reflection process. **THINKER self-assessment rubric** especially can be a handy tool for this in the context of authentic and inclusive teaching.  Small, consistent changes based on thoughtful assessment lead to better learning outcomes, more engaged students, and more confident teachers. |
| Homework/ Additional Tasks | Try to prepare (or use prepared rubrics) to perform self-assessment of their teaching practices and identify area of improvements (Slide 30). |